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ABSTRACT

This is a handbook on coeducational elective physical education for secondary students. It begins by listing and discussing 10 objectives of elective physical education. The next section contains information on organizing the elective program including preparing the schedule, long range planning, registration, record keeping and grading, testing and scoring performance, and rainy day scheduling. The final section contains specific examples of incorporating coeducational team sports including basketball, football, softball, volleyball, and other activities. A sample critique sheet is also included. (RC)

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COEDUCATIONAL

ELECTIVE PHYSICAL EDUCATION

HANDBOOK

SECONDARY

Boise Schools

1975

SP 010 017

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I. OBJECTIVES OF ELECTIVE PHYSICAL EDUCATION

A. Improve Student's Attitude Toward Physical Education:

An age-old problem for the physical educator is the student who can not be motivated. This student seldom shows an interest in the unit being taught and usually is a discipline problem. This student is constantly complaining about the unit being taught, does not dress down, and is often a distraction in the class. The elective approach to physical education does not completely erase the problem of the unmotivated student, but in many cases the problem is greatly reduced simply because the student has the opportunity to enroll in the unit of his or her choice. With the opportunity to select the unit, these students choose sports which offer them enjoyment and make physical education "fun." Every teaching block may not contain a unit students like, but the student at least has the opportunity to choose and does not have the feeling of being forced into a unit.

B. Provide a Well-Rounded Program of Physical Education:

A very important goal or objective of any physical education program is to provide as many activities as possible for the students. Each student should have the opportunity to take part in numerous individual and team sport activities. The physical educator should keep in mind the fact that students do not enjoy team sports only, instead they wish to participate also in many of the less competitive individual sports which can provide them with rich carry-over experiences.

The background of each instructor on the staff can be utilized in the elective program to offer many of these carry-over activities. Units can be taught that perhaps were not attempted because the teacher was not qualified. With two or more on staff it greatly increases the staff's versatility. The elective program offers the physical education staff a chance to be imaginative and to implement new units which in many cases excite the students far beyond what might be expected.

C. Offer Students a Choice of Units:

One of the major complaints given to the school counselors in reference to the physical education program is that a student must participate in every unit being taught in physical education during the school year. In a non-elective program each student is assigned to a teacher and is then carefully led through each unit, team or individual, whether the student is interested or not in the unit being taught.

It is novel for the student when he or she is allowed a selection of physical education units. Each student is given the opportunity to select the specific unit in which to enroll. Both team sport units and individual sport units are offered, so the choice is limited only by the number of teachers available to teach during the given hour. The change in attitude is remarkable and the number of students complaining and dissatisfied with physical education is greatly reduced.

D. Coeducational Physical Education:

For the student to reach his full physical, emotional, and social growth there is a strong need for coeducational physical education. One of the foremost objectives of any physical education program is to give the student the opportunity to grow physically and emotionally. An excellent means of promoting this growth is through coeducational physical education classes.

With the recent enactment of Title IX legislation all physical education programs, as well as extra-curricular programs, must grant equal opportunity to both sexes. The elective programs are one step ahead of Title IX since co-ed units are offered in all areas.

E. Use Facilities Better:

Most physical educators are aware of the problem of teaching space. In education today, no teaching field is in more dire need of additional facilities than physical education. With the addition of women's athletic programs, the adding of class offerings in physical education programs, and the ever-increasing number of students, every available teaching station must be used. The elective program grants the opportunity to schedule units and to use existing facilities to better advantage. Units are drawn up with the total facility in mind and care is taken not to leave a teaching station unused.

F. Place Teachers in Their Strongest Teaching Areas:

In the traditional approach of teaching physical education, the instructor is expected to teach every unit offered his students and this often is a problem for the teacher. The elective program provides the opportunity for a teacher to specialize, and therefore the quality of instruction should improve.

In the elective program each staff member teaches the unit in which he or she feels most qualified. If, for example, three teachers are involved in the program and three units are being taught, each teacher will instruct the unit in which he or she feels best prepared to teach. This choice not only helps the teacher, but also makes the unit much more enjoyable for the students. In some cases a staff member may have unique area of interest, such as canoeing or backpacking. These special talents can make interesting units within the program. The units can be incorporated into the yearly lesson plan and may become very popular with the students so the popularity of the program should increase.

G. Develop Escape For Those With Low Motor Skills:

A difficult problem often encountered is the student with very low motor skill in a team sport unit, because it is the only unit being offered. Often this student is eager in the beginning, but after a few days without success the student becomes discouraged and lags behind during drills. By the time the unit is half over, the less capable student is embarrassed and dreading physical education.

With the opportunity to select a unit of their choice, most of these less capable students select the individual sport units where they will not have to be embarrassed and where they can find a certain amount of success. These students should not be forced into individual sports, and should not be so counseled. Most of them simply prefer to enroll in the badminton, tennis, golf or swimming class where they may progress at their own rate and enjoy the unit they are taking.

H. Place More Emphasis on Individual Sports:

A constant concern of any physical education staff under the traditional program is the over emphasis of the team sports. Sometimes teachers in the regular physical education program may have heavy class loads and find more success when teaching a unit that involves a team sport. It is very difficult to teach a unit in tennis when only five courts are available and 35 students are in the class.

With the elective approach, a larger number of students will enroll in team sports. This in turn will reduce the number of students enrolling in individual sport units and, of course, will make the teaching of these units much easier. Students will have a chance to become really involved in the unit. In most cases the students will enjoy the unit more, and when the unit is offered again at a later date, the numbers tend to increase. Once this increase beings, the student load must be limited, but students are aware that they will have an opportunity to take the class again.

I. Allow Students the Opportunity to Repeat Units:

In the standard approach of teaching physical education, units are seldom repeated. This is not usually a concern of the team sports units, since they are taught only during specific seasons of the school year. With the individual sports it is a problem when the student cannot repeat that unit and improve his or her skill level. Limited numbers in each section create a problem; thus, if the unit is not repeated, some students do not receive the opportunity to enroll.

With the elective program, students are not only given a chance to repeat a unit but they also are given a chance to repeat the unit at a different skill level. If, for example, a student takes beginning tennis in the fall, she or he may repeat the class in the spring at an intermediate level, if the student's skill has risen to that level. The important point here seems to be that a student may improve his or her skill level in a sport in which the student has shown interest. Here again is the opportunity to improve student attitude towards various activity programs.

J. Allow Students to Select Their Teachers:

All teachers have their favorite students and all students have their favorite teachers. In certain cases a teacher simply cannot accept the attitude or habits of a student, and in some cases the same feeling develops in the mind of the student toward the teacher. When this feeling develops, there is a serious problem that cannot result in a good learning environment. In most standard appraoches to physical education, nothing can be done about the problem, and thus the student's attitude toward physical education, and his or her grade, is not likely to improve.

The elective program grants the student the chance to select the teacher and most students perform better, having had the opportunity to choose. This system also forces the teacher to work harder to offer more enjoyable classes, and this incentive provides a more productive learning environment.

II. ORGANIZING THE ELECTIVE PROGRAM

A. Preparing the Schedule:

Organizing the program may take many hours of staff meetings in which many decisions must be made. Probably the first consideration is the number of instructors available each teaching hour of the day. The number of units taught cannot exceed the number of teachers available. Each scheduled period of the school day must be broken down to find the number of units that can be offered according to available instructors. Sample below:

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour
J. Sampson K. Jason M. Jones L. Haines	J. Sampson K. Jason M. Jones L. Haines	J. Sampson K. Jason M. Jones L. Haines T. Smith	J. Sampson K. Jason M. Jones L. Haines T. Smith	K. Jason M. Jones L. Haines

Next, the staff should consider the number of teaching stations available each hour. Remember that the drill team or gymnastics team may be using one or more of these stations during certain hours of the day. In some cases staff members may outnumber the teaching stations and in this case, a team sport unit might be "team" taught. This schedule is especially true during the winter when all stations are limited to the gymnasium. Try to consider the background of each member of the staff when making unit assignments. If possible, assign the most capable teacher to each unit. A decision must be made on what units will be dropped when the number of teachers available is less than other teaching hours. A simple means of doing this is to drop the least popular unit. An example of teacher-assigned units is shown below.

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour
Sampson/golf Jason/tennis Jones/f. hockey Haines/soccer	Sampson/golf Jason/tennis Jones/f. hockey Haines/soccer	Sampson/golf Jason/tennis Jones/f. hockey Haines/soccer Smith/c. country	Sampson/golf Jason/tennis Jones/f. hockey Haines/soccer Smith/c. country	Jason/tennis Jones/field hocke Haines/soccer

B. Long Range Planning:

Once the staff schedule has been established and the teaching facilities have been arranged, it is wise to gather the physical education staff together and devise a long range lesson plan. The "yearly lesson plan" should schedule the program throughout the entire school year and should be permanently set by the time school begins in the fall. Determining this schedule may be hectic and may take the cooperation of the entire physical education staff. Keep in mind that the teaching stations must be scheduled to provide equal opportunity for the various programs. An example would be the use of the gymnasium floor by the drill team during first period in the basketball season. Another example might be the life sports program needing the gymnasium floor for a badminton unit, etc.

If units such as bowling are going to be included in your lesson plan, it will be necessary to schedule this class into a teaching station on the days they are not at the bowling alley. The students in this unit may be bowling only two or three days a week, and a teaching station must be made available for them the remaining days of the week. This need not be a problem, but if careful thought and planning is not used, a frustrating situation may result.

On the following page is an example of a yearly lesson plan. This plan is not expected to fit each specific situation. Instead, it should be used as a guideline in setting up your own curriculum.

Yearly Lesson Plan

Block 1: September 4-October 2

Hour	Young	Smith	Jones	Bench	Anderson
1st Hour	Badminton	Soccer	Spanish	Football	Cross country/Fitness
2nd Hour	Badminton	Soccer	Spanish	Football	Cross country/Fitness
3rd Hour	Badminton	Open	Soccer	Football	Cross country/Fitness
4th Hour	Life Sports	Soccer	Fitness	Football	Gymnastics
5th Hour	Badminton	Soccer	Fitness	Football	Gymnastics

Block 2: October 3-November 1

Hour	Young	Smith	Jones	Bench	Anderson
1st Hour	Tennis	Football	Spanish	Field Hockey	Golf/Archery
2nd Hour	Tennis	Football	Spanish	Field Hockey	Golf/Archery
3rd Hour	Tennis	Open	Football	Field Hockey	Golf/Archery
4th Hour	Life Sports	Football	Golf/Archery	Field Hockey	Gymnastics
5th Hour	Tennis	Football	Golf/Archery	Field Hockey	Gymnastics

Block 3: November 4-December 3

Hour	Young	Smith	Jones	Bench	Anderson
1st Hour	Basketball	Tumbling	Spanish	Swimming	Bowling/Table tennis
2nd Hour	Basketball	Tumbling	Spanish	Swimming	Bowling/Table tennis
3rd Hour	Basketball	Tumbling	Bowling	Swimming	Bowling/Table tennis
4th Hour	Life Sports	Basketball	Bowling	Swimming	Gymnastics
5th Hour	Basketball	Tumbling	Bowling	Swimming	Gymnastics

Block 4: December 4-January 13

Hour	Young	Smith	Jones	Bench	Anderson
1st Hour	Basketball	Bowling	Spanish	Swimming	Tumbling
2nd Hour	Basketball	Bowling	Spanish	Swimming	Tumbling
3rd Hour	Basketball	Bowling	Tumbling	Swimming	P.E. Gymnastics
4th Hour	Life Sports	Bowling	Basketball	Swimming	Gymnastic
5th Hour	Basketball	Bowling	Tumbling	Swimming	Gymnastics

Block 5: January 21-February 19 (Semester Exams January 14-17)

Hour	Young	Smith	Jones	Bench	Anderson
1st Hour	Volleyball	Gymnastics	Spanish	Swimming	Bowling
2nd Hour	Volleyball	Gymnastics	Spanish	Swimming	Bowling
3rd Hour	Volleyball	Gymnastics	Volleyball	Swimming	Bowling
4th Hour	Life Sports	Gymnastics	Volleyball	Swimming	Gymnastics
5th Hour	Volleyball	Gymnastics	Volleyball	Swimming	Gymnastics

Block 6: February 20-March 21

Hour	Young	Smith	Jones	Bench	Anderson
1st Hour	Weight Train.	Wrestling	Spanish	Swimming	Gymnastics (P.E.)
2nd Hour	Weight Train.	Wrestling	Spanish	Swimming	Gymnastics (P.E.)
3rd Hour	Weight Train.	Wrestling	Volleyball	Swimming	Gymnastics (P.E.)
4th Hour	Life Sports	Wrestling	Volleyball	Swimming	Gymnastics
5th Hour	Weight Train.	Wrestling	Volleyball	Swimming	Gymnastics

Block 7: March 31-April 30

Hour	Young	Smith	Jones	Bench	Anderson
1st Hour	Tennis	Softball	Spanish	Track/Field	Golf/Archery
2nd Hour	Tennis	Softball	Spanish	Track/Field	Golf/Archery
3rd Hour	Tennis	Softball	Track/field	Track/Field	Colf/Archery
4th Hour	Life Sports	Softball	Track/field	Track/field	Gymnastics
5th Hour	Tennis	Softball	Golf	Track/field	Gymnastics

Block 8: May 1-May 3

Hour	Young	Smith	Jones	Bench	Anderson
1st Hour	Tennis	Track/field	Spanish	Softball	Golf/Archery
2nd Hour	Tennis	Track/field	Spanish	Softball	Golf/Archery
3rd Hour	Tennis	Badminton	Track/field	Softball	Golf/Archery
4th Hour	Life Sports	Tennis	Track/field	Softball	Gymnastics
5th Hour	Tennis	Badminton	Track/field	Softball	Gymnastics

C. Registration:

The students are asked to register for an entire nine-weeks grading period which includes two four-week units of physical education. Before actually going through the process of enrolling for classes, the students are given a list of the classes being offered the first four-week block and the second four-week block. This type of registration is important since the students must know which classes will be offered first, and which will be repeated the second block. After all of the questions have been answered in regards to the classes offered, the students are seated in the bleachers and told where to enroll for each class.

The registration itself is actually in two parts. The first enrolls the student in the first block only. After students have been listed on a class roll sheet, they are again seated in the bleachers. The second segment of the registration enlists the students in the second four-week block. Once all of the students have registered for two four-week physical educations units, they are sent to the teacher of their first unit. This teacher has a designated area in the gym, and the students report to this area for an introduction to the unit. This entire process should not take more than one class period, and, if well organized, should be no great problem.

Tables are placed in various areas of the gym (usually on the gym floor) and the students go these tables to enroll in the unit. Signs are posted on the front of these tables to help identify the unit. A teacher is stationed at each table to print the student's name on a temporary roll sheet. On the first registration of the school year, it is the duty of each teacher to fill out roll cards for each student taking his or her unit. When registering for the second nine-weeks, the cards are carried to the registration table by the student and given to the teacher of the upcoming unit.

For individual sport units that must be limited because of facilities, it is necessary to terminate enrollment at the specified number. Examples of this are in units of tennis, badminton, bowling, etc. Because of limited class enrollment, it is necessary to initiate some type of orderly system of releasing the students from the bleachers to the registration table.

To halt the "wild stampede" to the registration table, the student are seated in four groups on the bleachers. These four groups are arranged alphabetically in the following manner: A through F, G through M, n N through S, and T through Z. When enrolling for the first four-week block, Group A-F registers first, Group G-M, second; Group N-S, third; and Group T-Z, fourth. The following is an example of one semester of registration using this revolving group method of enrolli.g:

Order	1st Nine Weeks		2nd Nine Weeks	
	1st Block	2nd Block	3rd Block	4th Block
1st	A through F	G through M	N through S	T through Z
2nd	G through M	N through S	T through Z	A through F
3rd	N through S	T through Z	A through F	G through M
4th	T through Z	A through F	G through M	N through S

Repeat the above revolving group method the second semester of the school year.

D. Record Keeping and Grading:

Record keeping becomes even more important when using the elective program, since students change from teacher to teacher in most cases. It is important that each teacher keep an accurate record of the student's performance in the unit, so that when nine-week grades are due, no problem arises. A simple card can be used. Record absences and tardies on one side, and on the other side record the skill, grades in written work, daily, and final grades. It is also helpful to list the student's locker number, combination, and their parent's home or business phones. This card follows the student from one unit to the next. A period of one semester or two nine-weeks is normally kept on one card. At the end of each semester, a new card is printed for each student, and the student who has withdrawn from school is not included.

If the administration would allow a teacher to use one of these cards instead of an official grade book, the record keeping would be minimal. If an official grade book is required, the grades from the card must be transferred to the grade book at the end of each semester. Each member of the staff is assigned a segment of the students to grade each nine weeks. The grades are transferred from the card to the report card and to the grade book, if necessary. Ideally, a computer grading system will replace the standard report card system, and one major problem will be eliminated.

Since more than one teacher will be grading a student, it becomes important that the staff grade accordingly. Some simple system must be used by the entire staff so that each student is graded in a similar manner. Policies regarding tardies, absences, failures to be in uniform, and lack of participation must be established by the department, and grading must be uniform. Care should be taken to use uniform symbols when marking cards. Examples of student cards are shown below.

Sample Roll Card - Side A

-5"-

SPORT	Skill	Written Test	Daily	Aver.	Instr.
Archery					
Basketball					
Badminton					
Bowling-T.T.					
C. Country					
F. Hockey					
Flag Football					
Golf/Archery					
Gymnastics					
Phys. Fit.					
Rhythms					
Softball					
Soccer					
Beg. Swim.					
Adv. Swim.					
Tennis					
Track/field					
Tumbling					
Volleyball					
Wrestling					

Quarter Grade: _____ Semester Grade: _____

NAME _____ PHONE _____ CLASS HR. _____

COMBINATION _____ SERIAL NO. _____ LOCKER NO. _____

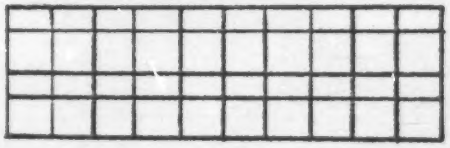
-8"-

Sample Roll Card - Side

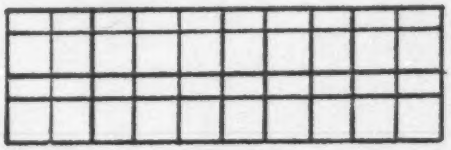
ATTENDANCE

NAME _____

Unit One _____

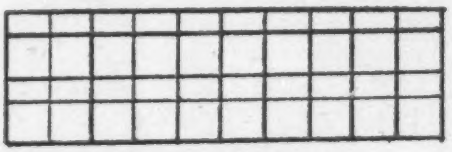


Unit Two _____

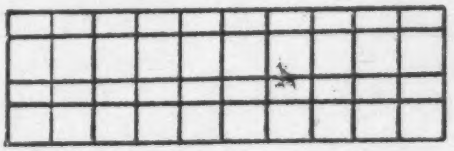


_____Absent _____ Tardies

Unit Three _____



Unit Four _____



_____Absent _____ Tardies

E. Testing and Scoring Performance:

The methods of testing and evaluating a student's performance is normally departmental decision. A sound means used by many physical education staffs is to pre-test and post-test each student in the area of skill. This allows each member of the staff not only to evaluate the student's performance, but also their teaching of a specific unit. Entire books are now available on skill-testing the physical education student, so administrating skill tests should be no problem. In many cases the students enjoy these tests and even look forward to them as a means of evaluating their own performance.

F. Rainy Day Scheduling:

When most of the physical education program is being conducted outside, some type of schedule must be arranged when inclement weather forces the classes inside the gymnasium. One to two days can be used to teach rules, regulations, a brief history, and modified skill work in the unit. After this period of time, some organized plan for use of the indoor facility must be arranged. The following is a method to supervise the gym for rainy days.

Each member of the staff is responsible for one teaching station. It is her or his duty to provide a related activity to the outdoor sport he is working in. The students then report dressed and ready for activity to their regular unit instructor for roll call. The students then are allowed to report to whichever station they choose. This adds variety to the program and keeps the monotony from building during a prolonged period of foul weather. With a large number of students, one teacher usually rotates around the gymnasium checking involvement of all students.

III. Specific Examples of Incorporating Coeducational Team Sports:

A major concern of many physical educators is how to mix girls and boys into popular team sport activities. The Physical Education Newsletter of November 15, 1973 gives some ideas on this subject:

A. Coeducational Basketball:

Men's rules are used with the following exceptions:

1. A team will consist of three women and two men, or three men and two women depending on the class ratio. Substitutions must be made on a man-for-man and woman-for-woman basis.
2. Field goals scored by men shall count two points; field goals scored by women count four points.
3. Free throws scored by men count one point; free throws scored by women count two points.
4. Men players are not allowed in the entire free-throw lane area from the top of the circle to the baseline at any time on either end of the court. A violation of this rule is treated as follows:
   a. If the encroachment is in the violator's offensive court, the ball is awarded out-of-bounds to the opposing team.
   b. If the encroachment occurs in the violator's defensive court, it is treated as basket interference regardless of whether or not a shot has been taken and two points are awarded to the opposing team.
5. The three-second rule disregarded.
6. Each quarter begins with a center jump between a woman player from each team.

B. Coeducational Football:

Normal two-hand touch rules or flag rules are used with the following exceptions:

1. The tag must be made with two hands below the waist.
2. A team consists of four men and four women.
3. A man may not run with the ball from scrimmage. A woman may run from scrimmage.
4. A male passer must throw the ball to a female receiver. A female passer may throw to either a male or female receiver.
5. A male may not block a female. If he does, a 15-yard penalty is assessed against his team.
6. A male may not cover a female in pass defense. In affect, a man-to-man coverage is required with males guarding males, and females guarding females. Violation of this rule results in a 15-yard penalty assessed from the line of scrimmage and a replay of the down.
7. A male defensive player may not run into, over, or through a female blocker, but he may run around her. He may not use his body to get around her.

C. Coeducational Softball:

Regulation softball rules are used with the following exceptions:

1. A full team shall consist of ten players - five males and five females.
2. Men must bat left-handed if normally right-handed; right-handed if normally left-handed.
3. The catcher must be a male. Either a man or woman may pitch.
4. Batting orders must be arranged so that males and females follow each other. The first batter is a man, the second a woman, etc.
5. No stealing, sliding, or bunting is permitted.
6. A regulation game consists of seven innings or an appropriate length of class time.
7. If one team is ahead by ten or more runs at the end of five innings, the game is declared over, and the team ahead by ten runs is the winner.

D. Coeducational Volleyball:

Regulation volleyball rules are used with the following exceptions:

1. A team consists of four men and four woman.
2. Men may not serve overhand; women may. (This rule should be left to the discretion of the teacher).
3. A man may not spike, a woman may. A ball leaving a man's hand which goes over the net must have an observable upward arch. (This should be left to the discretion of the teacher).
4. A woman must touch the ball once before it is volleyed back over the net by her team.

E. Other Coeducational Activities:

1. Mixed doubles' tournaments in tennis, badminton, and table tennis.
2. Team bowling and golf in which teams are composed of an equal number of boys and girls.
3. Relays in track and swimming. Teams consist of two girls and two boys who run or swim alternately.
4. There are many other things a teacher can do in the area of coeducational physical education. The only limit is the teacher's creativity. Rules in all coeducational team sports should be left to the discretion of the instructor.

Name _____

Subject _____

School _____

CRITIQUE SHEET FOR THE

____ NINE WEEKS

I. TIME ALLOTMENT: (Check one)

_____About right _____Too little _____Too much

II. SUBJECT MATTER: (Check one)

_____About right _____Too little _____Not varied enough

III. SUPPLEMENTARY TOPICS: (Check one)

_____Helpful _____No difference _____Irrelevant

IV. SPECIFIC CRITICISMS:

V. SUGGESTED IMPROVEMENTS:

Name _____

Subject _____

School _____

CRITIQUE SHEET FOR THE

____ NINE WEEKS

I. TIME ALLOTMENT: (Check one)

_____About right _____Too little _____Too much

II. SUBJECT MATTER: (Check one)

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Subject _____

School _____

CRITIQUE SHEET FOR THE

____ NINE WEEKS

I. TIME ALLOTMENT: (Check one)

_____About right _____Too little _____Too much

II. SUBJECT MATTER: (Check one)

_____About right _____Too little _____Not varied enough

III. SUPPLEMENTARY TOPICS: (Check one)

_____Helpful _____No difference _____Irrelevant

IV. SPECIFIC CRITICISMS:

V. SUGGESTED IMPROVEMENTS: